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AUTHOR	Itter, Pat
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ABSTRACT

Supporting performance objectives 17, 23, 24, and 27 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on processing coins. (This module is the fourth in a set of eight on banktelling [CE 019 471-478].) The student materials include four learning activities, a pre- and posttest, three student self checks, and an instructor's check list. The instructor's manual includes copies of the materials used in the student manual and a script for a filmstrip presentation. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping [CE 019 480-489] is also available.) (JH)

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BT
IV–A

PROCESSING COINS

STUDENT'S MANUAL

Prepared by

Mrs. Pat Itter

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

CE 019 474

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A special note of gratitude is due Ann Jolly, office occupations teacher at Daniel Morgan AVC and former office occupations consultant with the State Department of Education, for her continuous cooperation during the development of these materials.

Anne L. Matthews

Anne L. Matthews, State Supervisor
Office Occupations Education

INTRODUCTION TO BANKTELLING INSTRUCTIONAL MATERIALS

The modules developed in South Carolina for the bankteller catalog are designed to provide audio, visual, and printed supplementary materials needed by the instructor and/or student to achieve the objectives stated in the catalog. The materials were designed as modules so that they may be flexibly inserted into an on-going program, as well as provide for maximum utilization via a rotation schedule.

These materials provide supplemental units of instruction in the following areas:

Module No.	Tasks	Performance Objective Nos.
II-A	Using the 10-Key with Left Hand	70
III-A	Handling Deposits	62, 14, 52, 53, 54, 55
III-B	Issuing and Cashing Checks (Certified, Cashiers, and Travelers) and Ordering Personal Checks	42, 47, 58, 57, 61
IV-A	Processing Coins	24, 17, 27, 23
IV-B	Sorting, Stacking, and Strapping Currency	25, 18, 30, 31, 26, 32
V-A	Examining Checks for Acceptability	12
V-B	Inspecting Customer Identification	19
V-C	Cashing Checks (Personal)	39, 40

The modules typically include a performance objective, definitions, prerequisites, equipment, introduction, directions, learning activities, self checks, and tests (pre and post). The instructor's manual contains notes, keys, forms for duplication, instructor's checklists, scripts for recording, and supplementary materials.

Before you release the packages to your students, review each package within your department, discuss how to best utilize the materials, choose the desired course, and plan the sequence for each unit of instruction. Other considerations are required:

1. Insure that necessary equipment is available and in proper working order.
2. Insure that necessary audio materials are recorded and easily available.
3. Obtain the necessary equipment needed for filmstrip viewing and listening.
4. Replenish consumable supplies after each student completes the module.

The modules may be used in the following courses: Office Procedures, Cooperative Office Education, Senior Intensified Program, Bookkeeping, Typewriting, Business Mathematics, Office Machines, and Introduction to Business. It is recommended that the banking modules be taught as a unit of instruction.

A simulated teller's cage using role playing customers (students) is desirable. Perhaps a rotation plan could be devised to provide each student with an orientation to simple bankteller duties. A teacher may, however, select single modules, provided no prerequisite skills are listed.

The supplementary materials for the bankteller catalog are designed for individual, small-group or large-group instruction. You may need to adapt materials in a few instances for large-group instruction. When used individually, students will be able to progress through the materials at their own pace.

PROCESSING COINS

BANK TELLER

Processing Coins

PERFORMANCE OBJECTIVE:

Given a supply of coins of various denominations and wrappers for rolling, the student will . . .

1. sort coins by denomination
2. determine whether coins are acceptable or unacceptable
3. count each denomination by twos to determine whether enough coins are present to be wrapped
4. roll one set of coins in the appropriate coin tube accurately

All parts of the activity will be evaluated by the instructor using an Instructor's Checklist form.

DEFINITION OF TERMS:

Two terms in this module may be unfamiliar to you. These two terms are used in the performance objective and their definitions follow.

Denomination– a name given to related units of money.

Wrapper–a paper tube for storing coins of one kind.

PREREQUISITE:

No previous experience with coins is necessary to complete this module. Read the Performance Objective and Definitions of Terms. If you can process coins as outlined, complete the Pre-Test on Page 3. If you complete all parts of the Pre-Test acceptably, you need not finish this module.

PERFORMANCE PRE-TEST

DIRECTIONS:

Do not write on tl.is page.

Read the activities to be sure you understand what is expected of you. The teacher must observe you as you complete each part of the test. Ask the instructor for a package of loose coins and coin wrappers and you are ready to begin.

LEARNING ACTIVITY:

1. Sort coins.
2. Inspect each coin for acceptability and set aside any which should not be passed to or accepted from a customer. Name three things which would make a coin unacceptable.
3. Count and stack coins properly for rolling.
4. Roll one denomination of coins.

If you fail to complete each item acceptably as determined by the Instructor's Checklist, proceed to the Introduction.

INTRODUCTION:

As a bank teller you will receive large quantities of coins during the course of a day. You will be responsible for the accurate accounting of these coins. Accurate handling of coins requires that you know the proper techniques for sorting, stacking, and wrapping coins. This module is designed to teach you these techniques.

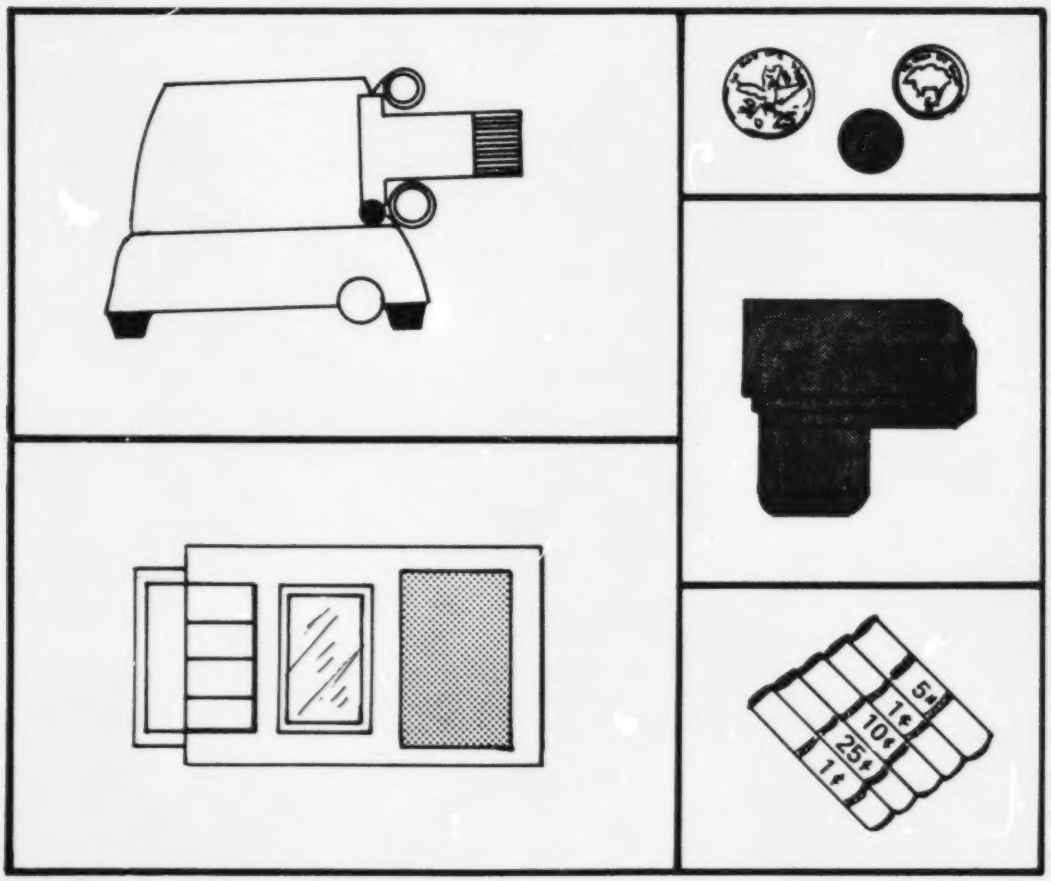
EQUIPMENT, TOOLS, RESOURCES, AND SUPPLIES:

To complete the learning activities in this module you will be using the following items:

a. simulated coins representing quarters, dimes, nickels and pennies
b. coin wrappers to fit coins
c. coin envelopes
d. filmstrip presentation
e. filmstrip projector
f. cassette recorder

DIRECTIONS:

Read the four Learning Activity Sheets in this module. Work through the activities in the order they appear. Be sure to consult your instructor if you have any questions. When you have completed this package, you will be able to process coins from start to finish.



LEARNING ACTIVITY 1

Sorting Coins

1. Obtain the filmstrip presentations and cassette entitled "Processing Coins" from your instructor.

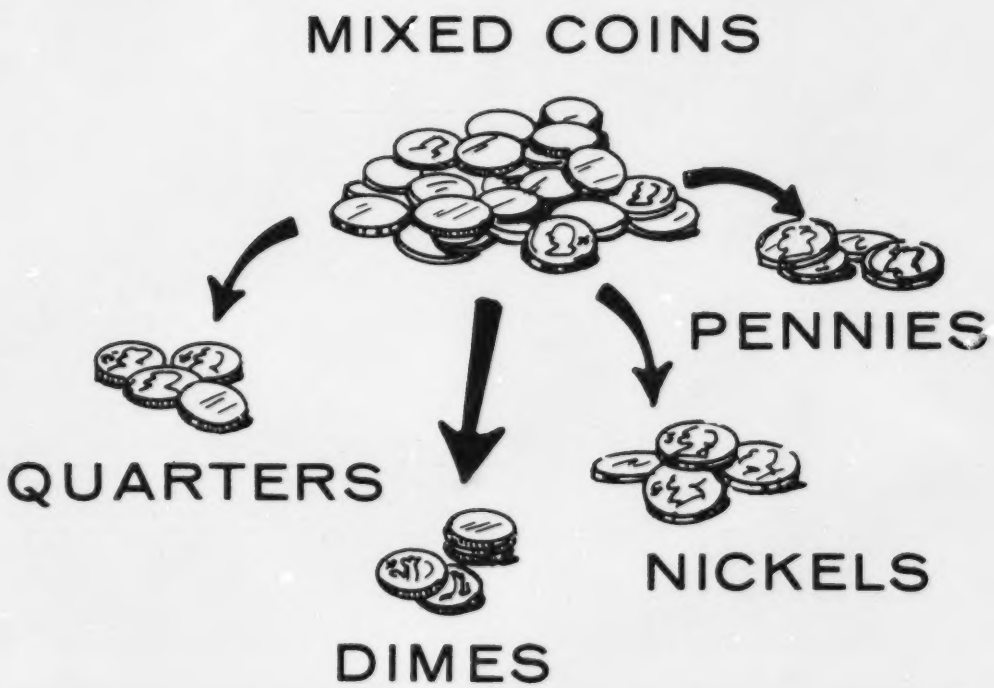
2. Set up the filmstrip projector and cassette recorder. View and listen to Part I of the presentation. The "beep" on the tape is your cue to advance to the next slide. A "stop" slide will indicate the end of each part. Turn off the projector and cassette recorder. Do not rewind the tape or filmstrip until you must leave for the day.

3. Next, go to the teller's window (or the place designated by your instructor) and obtain a package of unsorted coins and four coin envelopes.

4. Sort the coins by denomination. Make a pile for quarters, dimes, nickels, and pennies.

5. Place each denomination in a separate envelope and hold for use in a later activity.

6. Proceed to Learning Activity 2.



LEARNING ACTIVITY 2

Inspecting for Mutilated and Badly Worn Coins

1. Now that you have completed Learning Activity 1, prepare the filmstrip projector for Part II. Return to the filmstrip slide that shows "Part II". The "Part II" section of the tape begins with the words "This is Part II of Processing Coins." You may use the fast forward button on the cassette recorder to find this section of the tape if the tape has been rewound. The second activity will show you how to determine acceptable and unacceptable coins. Study the filmstrip carefully and you'll soon be an inspecting expert!

2. Complete Self-Check 1 on a separate piece of paper. Indicate which coins are acceptable or unacceptable by placing a checkmark in the appropriate column. Remember to leave the filmstrip on; the tape may be turned off. A sample form is shown on the next page.

3. Check your answers with those on the next slide.

4. Remember, coins may be unacceptable because they:

   a. are bent
   b. contain holes
   c. are badly worn

5. Proceed to Learning Activity 3.

SELF-CHECK 1

NAME_____

DATE_____

Do not write on this page.

Directions: Indicate on a separate sheet of paper whether each of the six coins on the filmstrip are acceptable or unacceptable; then, return to the filmstrip. Set up your answer sheet like the one shown below.

	Acceptable	Unacceptable
1.		
2.		
3.		
4.		
5.		
6.		

LEARNING ACTIVITY 3

Counting and Stacking Coins for Rolling

1. Prepare the filmstrip projector and cassette recorder for Part III of the "Processing Coins" filmstrip. The tape for Part III begins with the words "This is Part III of Processing Coins." The beginning slide shows "Part III".

2. View and listen to Part III and then turn off the projector and cassette.

3. Obtain the envelopes containing the coins you sorted in Activity 1.

4. Prepare one envelope of coins for count as outlined in the slide-tape presentation.

   a. Place coins flat on counter
   b. Place index and middle fingers of one hand on counter
   c. Place other hand at edge of counter
   d. Pull one coin with index finger and second coin with middle finger
   e. Slide two coins into hand at edge of counter

5. Count the coins by twos to determine whether there are enough coins in the envelope to make a roll. (Caution: only one envelope may have enough coins to be wrapped.)

6. Once you have determined which denomination has the correct number of coins, stack the coins for wrapping.

7. Complete Self-Check 2 on a separate piece of paper. A sample form is illustrated on the next page.

8. Save your stacked coins for use in the next activity.

9. Next, proceed to the page entitled Instructor's Checklist Activity 3 and follow the instructions.

   Something to remember . . .

   40 quarters = $10.00
   50 dimes = 5.00
   40 nickels = 2.00
   50 pennies = .50

10. Proceed to Learning Activity 4.

SELF-CHECK 2

NAME_____

Do not write on this page.

DATE_____

Directions: Respond on a separate piece of paper to each question by checking yes or no in the answer column. Set up your answer sheet like the "yes/no" columns below.

Did you . . .

	Yes	No
1. Place coins flat on counter?		
2. Place index and middle fingers of one hand on counter?		
3. Place other hand at edge of counter?		
4. Pull one coin with index finger and a second coin with middle finger?		
5. Slide two coins into hand at edge of counter?		
6. Count by twos until the desired number of coins was reached?		
7. Place the coins in two equal stacks for rolling?		

If you did not respond with a yes to all questions, you may need to review Part III of the filmstrip presentation. When you can respond with a yes to all questions, have your instructor evaluate you. Your instructor will use the form on the next page to check your progress.

The next activity is your evaluation of Learning Activity 3. Go to the teller's window and obtain an envelope of sorted coins for the Learning Activity 3 Checklist. The envelope may contain extra coins; if so, put them aside. You determine if there are extra coins when you count them for your instructor. Tell your instructor how many coins are needed to fill a roll. Your instructor will evaluate you using the Instructor's Checklist form.

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE LEARNING ACTIVITY 3

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Placed coins flat on counter.					
2. Placed index and middle fingers of one hand on counter.					
3. Placed other hand at edge of counter.					
4. Pulled one coin with index finger and a second coin with middle finger.					
5. Slid two coins into hand at edge of counter.					
6. Counted by twos until the desired number of coins was reached.					
7. Placed the coins in two equal stacks for rolling.					

LEARNING ACTIVITY 4

Rolling Coins

1. Prepare the filmstrip projector and cassette recorder for Part IV of the "Processing Coins" filmstrip. The tape for Part IV begins with the words "This is Part IV of Processing Coins". The beginning slide shows "Part IV".

2. View and listen to Part IV of the filmstrip and then turn off the projector and cassette. Rewind the tape and filmstrip when you finish.

3. Go to the teller's window and obtain the appropriate coin tube for the coins you will roll. These coins are the ones you counted in Activity 3.

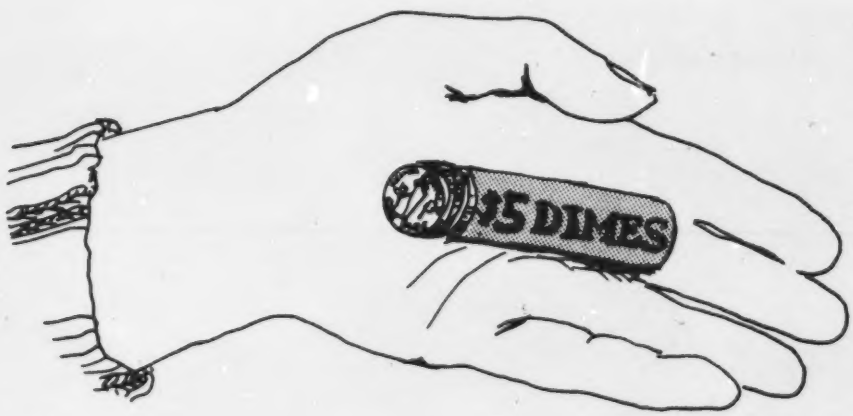
4. Package the coins in the tube.

   a. Hold the appropriate coin tube in one hand, inserting the index finger about 3/4 inch into the tube to prevent the coins from sliding through the tube.
   b. Place the first stack of coins in the palm of the free hand and slide the coins into the tube. Repeat the process for the second stack.
   c. Center the coins in the tube by inserting the index fingers in both ends of the tube.
   d. Fold over the end of the coin tube with one hand, and press it firmly on the table.
   e. Fold the other end of the tube and press it firmly on the table.

5. Practice inserting coins in the tubes until you feel confident.

6. Complete Self-Check 3 on a separate piece of paper. A sample form is illustrated on the next page.

7. Complete the Post-Test. Your instructor will rate your performance using the Instructor's Checklist shown after the Performance Post-Test.



SELF-CHECK 3

NAME_____

Do not write on this page.

DATE_____

Directions: Respond on a separate sheet of paper to each question by checking yes or no in the answer column. Set up your answer sheet like the "yes/no" columns below.

Did you . . .

	Yes	No
1. Insert index finger in one end of coin tube?		
2. Place one stack of coins in palm of free hand and slide coins into tube?		
3. Repeat process for second stack of coins?		
4. Center coins in tube by inserting index fingers in either end of tube?		
5. Fold over end of coin tube and press it firmly on table?		
6. Fold over other end of tube and press it firmly on table?		

If you answered "yes" to each question, proceed to the Post-Test. If you didn't answer yes, review the filmstrip presentation. Then, proceed to the Post-Test.

PERFORMANCE POST-TEST

DIRECTIONS:

Do not write on this test.

Now that you have completed each of the activity sheets, you are ready for this Performance Post-Test. Go to the teller's window and obtain an envelope of mixed coins and one coin tube for each denomination. Using the envelope of mixed coins, complete each activity below. Your instructor will rate your performance using the Pre-Test/Post-Test Instructor's Checklist form.

LEARNING ACTIVITY:

1. Sort the coins.
2. Inspect each coin for acceptability and set aside any which should not be passed to or accepted from a customer. Name three things which would make a coin unacceptable.
3. Count and stack coins properly for rolling.
4. Roll one denomination of coins.

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE PRE-TEST/POST-TEST

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Sorted coins, having one pile for each denomination.					
2. Checked coins for acceptability.					
a. Named three things which would make a coin unacceptable.					
1. Bent					
2. Containing a hole					
3. Badly worn					
b. Set aside any unacceptable coins.					
3. Prepared coins for count. (one pile of sorted coins)					
a. Placed each coin flat on counter.					
b. Placed index and middle fingers of one hand on counter.					
c. Placed other hand at edge of counter.					

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PRE-TEST/POST-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
d. Pulled one coin with index finger and second coin with middle finger.					
e. Slid two coins into hand at edge of counter.					
4. Counted enough coins by twos to fill wrapper.					
5. Placed coins in two stacks for rolling.					
6. Rolled coins. a. Inserted index finger in one end of coin tube.					
b. Placed one stack of coins in palm of free hand and slid coins into tube.					
c. Repeated process for second stack.					
d. Centered coins in tube by placing index finger in either end of tube.					
e. Folded over end of coin tube with free hand and pressed it firmly on table.					

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

PRE-TEST/POST-TEST
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
f. Folded over other end of tube and pressed it firmly on table.					

PROCESSING COINS

INSTRUCTOR'S HANDBOOK

Prepared by

Mrs. Pat Itter

State Department of Education
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Office Occupations Education
Columbia, South Carolina 29201

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Module No. IV–A

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

MODULE TITLE: "PROCESSING COINS"

Learning Activity Numbers

OBJECTIVE (S): 1. Given a supply of loose coins of various denominations, sort the coins by denominations into separate stacks for rolling.

2. Given a variety of acceptable and unacceptable coins of various denominations, inspect and identify at least three coins which should not be accepted from,or passed to a customer.

(Continued)

INSTRUCTION SHEETS

I	**Title:** Sorting Coins	2
II	**Title:** Inspecting Coins	3
III	**Title:** Counting and Stacking Coins	5
IV	**Title:** Rolling Coins	7

STUDENT SELF-CHECKS INCLUDED IN MODULE

I	**Title:** Acceptable and Unacceptable Coins	4
II	**Title:** Counting and Stacking Coins	6
III	**Title:** Rolling Coins	8

SUPPLEMENTAL MATERIALS

Bank Teller's Do's and Don'ts (not required)	9

Module No. IV–A

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

MODULE TITLE: "PROCESSING COINS" (Continued)

Learning Activity Numbers

OBJECTIVE (S): 3. Given a supply of loose coins of various denominations, count aloud each denomination by twos to determine whether enough coins are present to be wrapped. All items on the Instructor's Checklist must be performed acceptably.

4. Given a stack of dimes and a corresponding coin tube, package the dimes as one roll. The roll should contain the proper number of coins and must be packaged firmly.

INSTRUCTION SHEETS

STUDENT SELF-CHECKS INCLUDED IN MODULE

SUPPLEMENTAL MATERIALS

TEXTBOOKS AND REFERENCE BOOKS REQUIRED	
MANUALS, SPECIFICATION SHEETS REQUIRED	
FILMSTRIP PRESENTATIONS & AV MATERIALS REQUIRED	
Filmstrip Presentation – "Processing Coins"	1
SPECIAL TOOLS, EQUIPMENT & SUPPLIES REQUIRED	
filmstrip projector, cassette player (with counter if available), simulated coins and	1, 2, 3, 4
wrappers, coin envelopes	5, 6, 7, 8

ATTITUDES & VALUES TO BE DEVELOPED

Accuracy and accountability

* NOTES TO THE TEACHER TO ASSIST IN WORKING WITH THIS MODULE

An ample supply of simulated coins is provided with this module. However, real coins provide a more realistic learning experience. Tubes and coin envelopes are available from your local bank. You may use mailing envelopes, if you prefer. Five or six envelopes will be needed each time. The filmstrip projector and cassette tape player must be used with the four learning activities.

You must prepare coins and designate a place for the "teller's window" in advance. Each time the module is used you must prepare two packages of mixed coins for use in Learning Activity 1 and the Pre-Test/Post-Test. Learning Activity 1 package should contain coins of each denomination. One denomination should contain the correct number of coins to be packaged. Change the denomination each time the module is used – wrappers for each denomination should be available. Also, prepare a package of sorted coins of one denomination for the instructor's evaluation in Learning Activity 3. Mark it "Learning Activity 3". The "Learning Activity 3" package should contain exactly the correct number of coins for a roll plus one or two extra coins of the same denomination.

The identical Pre-Test/Post-Test may use the coins from Learning Activity 1; or a separate envelope of various denominations that include enough of one denomination for wrapping must be prepared. Mutilated coins should also be included for discrimination of acceptable and unacceptable coins. Wrappers for each denomination of coins are needed for this activity. Students may have to count more than one denomination to find one for rolling. Mark this third package Pre-Test/Post-Test. The Pre-Test/Post-Test uses the same Instructor's Checklist form.

The narration for the filmstrip presentation is on pages 26-28. Record it. The perishable materials that must be duplicated and replaced after each student completes the modules are:

1. Instructor's Checklist for Pre-Test/Post-Test.
2. Instructor's Checklist for Learning Activity 3.

Copies of these two items are included in the Instructor's Handbook for duplication.

Check your envelopes occasionally for missing or worn coins.

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE PRE-TEST/POST-TEST

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Sorted coins, having one pile for each denomination.					
2. Checked coins for acceptability.					
a. Named three things which would make a coin unacceptable.					
1. Bent					
2. Containing a hole					
3. Badly worn					
b. Set aside any unacceptable coins.					
3. Prepared coins for count. (one pile of sorted coins)					
a. Placed each coin flat on counter.					
b. Placed index and middle fingers of one hand on counter.					
c. Placed other hand at edge of counter.					

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE PRE-TEST/POST-TEST
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
d. Pulled one coin with index finger and second coin with middle finger.					
e. Slid two coins into hand at edge of counter.					
4. Counted enough coins by twos to fill wrapper.					
5. Placed coins in two stacks for rolling.					
6. Rolled coins.					
a. Inserted index finger in one end of coin tube.					
b. Placed one stack of coins in palm of free hand and slid coins into tube.					
c. Repeated process for second stack.					
d. Centered coins in tube by placing index finger in either end of tube.					
e. Folded over end of coin tube with free hand and pressed it firmly on table.					

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

PRE-TEST/POST-TEST
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
f. Folded over other end of tube and pressed it firmly on table.					

MODULE NO. IV–A

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE LEARNING ACTIVITY 3

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Placed coins flat on counter.					
2. Placed index and middle fingers of one hand on counter.					
3. Placed other hand at edge of counter.					
4. Pulled one coin with index finger and a second coin with middle finger.					
5. Slid two coins into hand at edge of counter.					
6. Counted by twos until the desired number of coins was reached.					
7. Placed the coins in two equal stacks for rolling.					

"PROCESSING COINS"
NARRATION FOR SLIDES

1. Processing Coins – title slide (no script)

2. Produced by S.C.D.E. and V.E.M.C. (no script)

3. Credit Statement (no script)

4. A career as a bank teller can be most rewarding. To many people the teller is "the bank". For this reason you must be able to meet the needs of the public efficiently and accurately. This module is designed to help you become efficient in handling coins.

5. One of the most common tasks a bank teller must perform is that of processing coins. The teller receives or gives coins with almost every transaction. When the teller's supply of coins builds up, the coins should be processed for ease of handling.

6. The first step in processing coins is to sort them by denomination – all quarters together, dimes together, etc.

7. The bank teller may have access to a coin sorter like this one.

8. To sort coins the teller simply places a supply of mixed coins in the bin on the front of the machine.

9. The machine will automatically sort coins and place all coins of one denomination in a compartment.

10. Most machines will count each denomination as they sort. Some models will also wrap the coins.

11. You may not be fortunate enough to have a coin sorter. You must, therefore, sort coins by hand.

12. STOP. This is the end of Part I. Return to Learning Activity 1 in your student manual. Continue with the third activity.

13. This is Part II of Processing Coins.

14. Now that you have sorted your coins, you must inspect for mutilated and badly worn coins. All worn and mutilated coins should be taken out of circulation.

15. Coins may be deemed unacceptable for any one of three reasons: bent,

16. holes,

17. or badly worn. The next slide will test your ability to recognize unacceptable coins. An answer sheet model is provided in your module. Stop the tape at this point and return to Learning Activity 2 in your student manual. Continue with the second activity.

18. This is your Self-Check slide. On a separate sheet of paper mark whether coins one through six are acceptable or unacceptable.

19. Here are the answers to the previous Self-Check. Correct your responses.

1.	acceptable	4.	unacceptable
2.	acceptable	5.	acceptable
3.	acceptable	6.	unacceptable

20. STOP. This is the end of Part II. Return to Learning Activity 2 in your student manual; then, continue with Part III of the filmstrip presentation.

21. This is Part III of Processing Coins.

22. Once coins are determined to be acceptable, they are ready to be counted for wrapping. Before beginning to count, you must know how many coins are needed to make a roll. You will be working with dimes in these slides. Dimes come in $5.00 rolls. How many dimes are needed to make a $5.00 roll?

23. To prepare your coins for counting, spread coins flat on the table.

24. Place the index and middle finger of one hand on the table. Place the other hand under the edge of the table.

25. Pull one coin with each finger to the edge of the table and into the hand under the table. Count coins by twos until you reach the number needed. Count to yourself – 2, 4, 6, 8, 10, etc.

26. The final step before wrapping is to stack the coins in two equal stacks. In this case 25 dimes in each stack.

27. STOP. This is the end of Part III. Return to Learning Activity 3 and continue with the third activity.

28. This is Part IV of Processing Coins.

29. You are now ready to roll your coins. Hold the appropriate tube wrapper in one hand, inserting the index finger about 3/4 inch inside the tube to prevent the coins from sliding through.

30. Place a stack of coins in one hand while holding the wrapper in the other hand. Slide coins in tube. Do the same with the other stack of coins.

31. Center coins in the tube by inserting index fingers approximately 1/4 inch inside either end of the tube.

32. Fold over the end of the coin tube, and press firmly on the table. Be sure to keep your finger inserted in the other open end.

33. Fold over other end of tube and press it firmly on the table.

34. Your coins are now rolled. Let's review the steps for processing coins.

35. Sort coins by denomination.

36. Inspect for worn or mutilated coins.

37. Count and stack coins for rolling.

38. Insert coins in wrapper.

39. This concludes the filmstrip presentation on processing coins.

40. The END

This is an example of a universal coin wrapper. It may be used to wrap all types of coins--from pennies to halves!